



TEXT COMPLEXITY FOR LITERARY TEXT

PI-8112 (New 08-12)

INSTRUCTIONS: Complete and save for your use.

GENERAL INFORMATION				
Title		Text Type		
Author		Author/Protagonist's Background		
Language Attribute		Conceptual Unit(s)		
QUALITATIVE MEASURES				
Literary Texts	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
Meaning	<input type="checkbox"/> Meaning: Several levels and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text	<input type="checkbox"/> Meaning: Several levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text	<input type="checkbox"/> Meaning: More than one level of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety	<input type="checkbox"/> Meaning: One level of meaning; theme is obvious and revealed early in the text.
Text Structure	<input type="checkbox"/> Organization: Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and detail <input type="checkbox"/> Use of Graphics: If used, minimal illustrations that support the text	<input type="checkbox"/> Organization: Organization may include subplots, time shifts and more complex characters <input type="checkbox"/> Use of Graphics: If used, a few illustrations that support the text	<input type="checkbox"/> Organization: Organization may have two or more storylines and occasionally difficult to predict <input type="checkbox"/> Use of Graphics: If used, a range of illustrations that support selected parts of the text	<input type="checkbox"/> Organization: Organization of text is clear, chronological or easy to predict <input type="checkbox"/> Use of Graphics: If used, extensive illustrations that directly support and assist in interpreting the written text
Language Features	<input type="checkbox"/> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language <input type="checkbox"/> Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="checkbox"/> Sentence Structure: Mainly complex sentences often containing multiple concepts	<input type="checkbox"/> Conventionality: Complex; contains some abstract, ironic, and/or figurative language <input type="checkbox"/> Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic <input type="checkbox"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words	<input type="checkbox"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning <input type="checkbox"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic <input type="checkbox"/> Sentence Structure: Simple and compound sentences, with some more complex constructions	<input type="checkbox"/> Conventionality: Explicit, literal, straightforward, easy to understand <input type="checkbox"/> Vocabulary: Contemporary, familiar, conversational language <input type="checkbox"/> Sentence Structure: Mainly simple sentences
Knowledge Demands	<input type="checkbox"/> Life Experiences: Explores complex, sophisticated themes; experiences are distinctly different from the common reader <input type="checkbox"/> Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements	<input type="checkbox"/> Life Experiences: Explores themes of varying levels of complexity; experiences portrayed are uncommon to most readers <input type="checkbox"/> Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements	<input type="checkbox"/> Life Experiences: Explores a single theme; experiences portrayed are common to many readers <input type="checkbox"/> Intertextuality and Cultural Knowledge: A few references or allusions to other texts or cultural elements	<input type="checkbox"/> Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers <input type="checkbox"/> Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements

	READER-TASK CONSIDERATIONS	
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Consider the following questions to determine the task at hand and if the text is appropriately complex for a specific student:

- Who is your reader? What is the student's age, learning needs, language and reading skills, motivation, engagement with the text and task, prior knowledge, and experience?
- Are there any concerns about the content or themes?
- What do you want the reader to do?
- What is the complexity of the tasks?

	QUANTITATIVE MEASURES	
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Use computer software to determine the quantitative measure of a text. For example, Lexile.com provides lexile measures, renlearn.com provides ATOS measures, and Microsoft Word provides readability statistics through the spelling and grammar feature, which are reported as Flesch-Kincaid Grade Level.

Grade Bands	Lexile	ATOS
<input type="checkbox"/> 6-8	955L – 1155L	4.0 – 8.0
<input type="checkbox"/> 9-10	1080L – 1305L	4.6 – 10.0
<input type="checkbox"/> 11-CCR	1215L – 1355L	4.8 – 12.0

	RECOMMENDED PLACEMENT	
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After evaluating the qualitative and quantitative measures, make a grade band recommendation for the text.

☐ Grade Band 6-8

☐ Grade Band 9-10

☐ Grade Band 11-CCR

Comments About Recommended Placement